

The Relationship Between Auditory Learning Strategies and English Achievement of English Education Students

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ABSTRACT

Listening is a fundamental skill in English Education programs, as it enables students to understand lectures, follow instructions, and participate effectively in academic discussions. However, many students still experience difficulties in achieving satisfactory listening performance, which may be related to how they apply learning strategies during listening activities. Among various learning strategies, auditory learning strategies are particularly relevant because they emphasize learning through spoken input. This study aimed to examine the application of auditory learning strategies and their relationship with English listening achievement among English Education students. A quantitative correlational design was employed, involving 63 students from Universitas Muhammadiyah Kalimantan Timur. Data on auditory learning strategies were collected using a questionnaire with a four-point Likert scale, while listening achievement data were obtained from students' official listening course scores. Descriptive statistics and Pearson Product–Moment correlation analysis were used for data analysis. The findings indicate that students actively apply auditory learning strategies across several strategy categories, with specific items achieving the highest total points in each section. The results also reveal a very strong and statistically significant positive relationship between auditory learning strategies and English listening achievement. These findings suggest that consistent engagement in auditory learning strategies is closely associated with better listening achievement in academic contexts.

Keywords: Auditory Learning Strategies; English Listening Achievement; Listening Skill; English Education Students

INTRODUCTION

English plays a crucial role in higher education, particularly for students enrolled in English Education programs. These students are required not only to comprehend academic texts but also to actively participate in classroom discussions, follow lectures delivered in English, and engage in research-related academic activities. In many academic settings, listening functions as a primary skill through which students receive information, instructions, and explanations during the learning process. Strong listening ability enables students to access knowledge effectively and respond appropriately within academic environments.

Recent studies indicate that students with stronger English listening proficiency tend to perform more effectively in academic tasks, such as understanding lecture content, responding appropriately during discussions, and following explanations in instructional contexts (Elvira et al., 2024; Le et al., 2024). As English continues to function as the dominant language in scientific publications and international communication, universities increasingly expect students to develop adequate listening competence to support their academic success (Sri Andayani, 2022). This highlights the importance of listening not only as a receptive skill but also as a foundational component of academic achievement.

Despite its importance, maintaining consistent English listening proficiency remains a challenge for many English Education students. In the Indonesian EFL context, students often experience limited exposure to authentic spoken English, low confidence during listening activities, and difficulties in applying appropriate learning strategies (Sadewi et al., 2024; Nasihin, 2022). Classroom observations frequently reveal that students tend to listen passively without consciously applying strategies to support comprehension. These conditions suggest that English listening achievement is influenced not only by instructional input but also by how students manage and regulate their own learning processes. Foundational studies by Oxford (1990) and O'Malley and Chamot (1990) emphasize that successful language learners actively select strategies that align with their learning needs and goals. More recent research further supports this view, demonstrating that students who apply appropriate learning strategies, particularly cognitive and metacognitive strategies, tend to achieve better outcomes in language-related courses (Rianto, 2021; Valizadeh, 2021; Cheng, 2023).

Among various learning strategies, auditory learning strategies are especially relevant for English Education students, as much of their learning involves spoken input such as lectures, classroom discussions, presentations, and listening-based tasks. These strategies include focusing attention on spoken input, replaying audio materials, using contextual clues, monitoring comprehension, and engaging in discussions based on spoken content. Previous studies have shown that the application of listening-based strategies contributes positively to listening comprehension and listening-related academic outcomes (Robillos & Bustos, 2022; Malha Manel, 2023; Sharif et al., 2024). In addition, metacognitive listening

strategies, such as planning and monitoring during listening activities, have been found to support learners in understanding spoken English more effectively (Daskalovska et al., 2023). Considering these findings, it is important to further examine how auditory learning strategies are related to English listening achievement among English Education students, particularly at the university level where academic listening demands are more complex.

Based on this background, this study is guided by two main research questions: how English Education students use auditory learning strategies in learning English listening, and whether there is a significant relationship between auditory learning strategies and students' English listening achievement. In line with these questions, the study aims to describe the use of auditory learning strategies among English Education students and to examine the relationship between these strategies and their listening achievement.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, this study provides updated empirical evidence on the role of auditory learning strategies in university-level English listening contexts, thereby enriching the literature on language learning strategies. Practically, the results are expected to assist lecturers in designing listening instruction that encourages the use of effective auditory learning strategies and supports students' listening development. For students, the study may increase awareness of the importance of applying appropriate listening strategies to improve their English listening achievement.

This study focuses on examining the relationship between auditory learning strategies and the English listening achievement of English Education students. The auditory learning strategies investigated include memory, cognitive, compensation, metacognitive, affective, and social strategies. However, the findings are limited to the participants involved in this study and may not be generalized to other educational contexts with different learner characteristics or instructional conditions.

LITERATURE REVIEW

Learning Strategies

Learning strategies refer to deliberate actions and approaches employed by learners to support their understanding, processing, and retention of new information. Oxford (1990) defines learning strategies as tools that assist learners in making the learning process easier, more effective, and more self-directed. In language learning contexts, the use of appropriate strategies is essential because learners are required to manage complex linguistic input while developing academic competence. O'Malley and Chamot (1990) classify learning strategies into three main categories: metacognitive, cognitive, and social or affective strategies. Metacognitive strategies involve planning learning activities, monitoring comprehension, and evaluating

learning outcomes. Cognitive strategies relate to the direct manipulation of learning materials, such as note-taking, summarizing, translating, and repeating information. Social and affective strategies support learning through interaction with others and through managing emotions, motivation, and attitudes that influence comprehension.

At the university level, learning strategies play an important role in helping students cope with academic demands. English Education students are expected to follow lectures, process spoken explanations, and participate in academic discussions conducted in English. Recent studies confirm that students who apply learning strategies effectively tend to demonstrate better academic performance. For example, Daskalovska et al. (2023) reported that effective listeners rely on structured strategies when processing spoken English. Similarly, Nadhifah et al. (2023) found that Indonesian university students who actively select appropriate learning strategies achieve higher outcomes in English-related courses. Additional evidence also suggests that strategy use supports learner autonomy and self-regulation (Hayati & Usman, 2021; Domínguez & Juanías, 2024).

Auditory Learning Strategies

Auditory learning strategies refer to learning strategies that emphasize processing information through listening and spoken input. Learners who employ auditory strategies tend to understand information more effectively when it is delivered verbally rather than visually. Common auditory learning strategies include listening attentively to lectures, replaying audio materials, repeating information aloud, identifying keywords, monitoring comprehension, and engaging in oral discussions. Within English Education programs, auditory learning strategies are particularly relevant because listening plays a central role in classroom activities. Students frequently interact with spoken English through lectures, presentations, peer discussions, and listening tasks. Several recent studies highlight the benefits of auditory learning strategies in academic contexts. Hocaoglu and Ocak (2024) found that university students who frequently applied auditory strategies performed better in tasks requiring verbal comprehension. Similarly, Sujatha and Rajasekaran (2024) reported that exposure to auditory input through recordings and lectures significantly improved students' listening comprehension and vocabulary retention.

Studies conducted in the Indonesian context further support the importance of auditory learning strategies. Wandah et al. (2024) observed that students with strong auditory learning tendencies achieved higher listening scores compared to those who relied less on auditory input. In addition, Sadiqzade (2024) reported that repeated listening activities and oral repetition contributed positively to learners' spoken fluency. Other studies also indicate that auditory-focused learning practices enhance learners' retention, confidence, and engagement in language learning (Samaranayake et al., 2022; Dalman & Plonsky, 2025). These findings suggest that auditory learning strategies play an important role in supporting students' listening development, particularly in English learning contexts.

English Listening Achievement

English listening achievement refers to students' level of success in understanding spoken English, as reflected in listening examinations and other listening-based academic assessments. In English Education programs, listening achievement represents students' ability to comprehend lectures, follow instructions, and interpret spoken information in academic settings. English listening achievement is influenced by various factors, including learners' motivation, exposure to spoken English, learning environment, and the strategies they apply during listening activities. Syam et al. (2024) found that university students' use of learning strategies is strongly associated with their listening performance. Students who apply structured and purposeful strategies tend to demonstrate better outcomes in listening assessments. Similarly, Pham and Le (2025) reported that learners with stronger listening ability often show higher engagement and effectiveness in academic listening tasks. Other studies also indicate that the use of auditory learning strategies supports listening-related outcomes such as vocabulary recognition and spoken language processing (Alqahtani & Alhamami, 2024; Fathi et al., 2020). For English Education students, English listening achievement is closely related to academic readiness and professional preparation. Listening competence is essential for understanding lectures, participating in discussions, and engaging in academic communication. Since auditory learning strategies support the processing of spoken input, these strategies are considered an important factor contributing to students' listening achievement.

Previous Related Studies

Research on auditory learning strategies has been conducted in various educational contexts; however, studies focusing specifically on English Education students at the university level remain limited. Sujatha and Rajasekaran (2024), for instance, examined the effectiveness of auditory materials in improving listening comprehension and found that students exposed to recorded conversations and lectures achieved higher listening scores. Similarly, Hocaoglu and Ocak (2024) reported that learners who frequently used auditory learning strategies performed better in tasks involving spoken input.

In the Indonesian context, Wandah et al. (2024) identified a positive relationship between auditory learning strategies and listening achievement among undergraduate students. Learners who actively engaged in activities such as replaying audio materials, discussing spoken texts, and repeating new vocabulary tended to achieve higher assessment results. Samaranayake et al. (2022) also emphasized that auditory-focused learning supports vocabulary mastery and pronunciation awareness, which are closely related to listening development. Additional studies further confirm that auditory learning strategies contribute positively to listening comprehension and spoken language processing in EFL contexts (Adeoye & Prastikawati, 2025; Alqahtani & Alhamami, 2024; Dalman &

Plonsky, 2025). Despite this growing body of research, most existing studies focus on specific listening skills rather than overall English listening achievement. Moreover, research involving English Education students in Indonesian universities is still limited. Therefore, the present study addresses this gap by examining the relationship between auditory learning strategies and English listening achievement among English Education students at Universitas Muhammadiyah Kalimantan Timur.

METHOD

Design and Sample

This study employed a quantitative correlational research design to examine the relationship between auditory learning strategies and English listening achievement among students of the English Education Study Program at Universitas Muhammadiyah Kalimantan Timur. The correlational approach was selected because the study aimed to identify the relationship between variables as they naturally occur, without any experimental treatment or intervention. This design allows the researcher to investigate how students' use of auditory learning strategies is associated with their actual listening performance in an authentic academic setting. The research was conducted at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Kalimantan Timur. This context was chosen because listening plays an essential role in students' academic activities, including attending lectures in English, participating in discussions, and completing listening-based assessments.

The population consisted of English Education students who had completed English listening courses and were actively engaged in listening-related academic activities. From this population, 63 students were selected as the sample using purposive sampling. This technique was applied to ensure that participants had sufficient experience with university-level listening tasks and that their listening achievement data were available and valid. However, since the sample was limited to one study program within a single institution, the findings are context-specific and cannot be generalized broadly.

Instruments and Procedures

Two instruments were used to collect the data: an auditory learning strategies questionnaire and students' English listening achievement scores obtained from official academic records. The primary instrument was a questionnaire consisting of 36 closed-ended items designed to measure students' auditory learning strategies in listening activities. The items were adapted from Nurmala (2022) and developed based on the learning strategy frameworks proposed by Oxford (1990) and O'Malley and Chamot (1990). The questionnaire covered six strategy categories: memory, cognitive, compensation, metacognitive, affective, and social strategies. Each category included six items, resulting in a total of 36 items.

All items were specifically adapted to reflect listening-related behaviors, such as focusing on spoken input, identifying key information, monitoring comprehension, and engaging in discussion based on audio materials. Responses were measured using a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). The total score for each student was calculated by summing all item responses, with higher scores indicating stronger use of auditory learning strategies. The second instrument consisted of students' English listening achievement scores, which were obtained from the Listening section of the final semester examination (UAS Listening). These scores were collected from official academic records to ensure objectivity and accuracy, and they served as the dependent variable in this study. Data collection was conducted in three stages. First, the questionnaire was distributed to students during regular class sessions, and participants were given sufficient time to complete it. Second, listening achievement scores were obtained with formal permission from the study program. Finally, all collected data were checked for completeness and accuracy before proceeding to analysis.

Data Analysis

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to summarize students' auditory learning strategies, providing an overview of their responses across the six strategy categories. To examine the relationship between auditory learning strategies and English listening achievement, Pearson Product-Moment correlation analysis was applied. The level of significance was set at 0.05. This analysis was used to determine the strength and direction of the relationship between the two variables, indicating whether the use of auditory learning strategies is associated with students' listening performance.

RESULTS AND DISCUSSION

Descriptive Results of Auditory Learning Strategies

Descriptive analysis was conducted to describe students' use of auditory learning strategies in listening activities. The questionnaire was designed using a four-point Likert scale ranging from Strongly Disagree to Strongly Agree. The results reflect students' tendencies in applying various strategies related to memory, cognitive processing, compensation, metacognitive regulation, affective factors, and social interaction during listening learning. To provide a clearer interpretation, each strategy category is discussed by highlighting the statement that obtained the highest total points, which indicates the strongest level of agreement among students within that category.

Memory Strategies

Table 1. Memory Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1	I take notes of new vocabulary when listening to audio materials.	6.3	17.5	71.4	4.8
2	I memorize some new vocabulary after listening to audio materials.	3.2	11.1	71.4	14.3
3	I recall the dialogue from the listening audio.	1.6	12.7	77.8	7.9
4	I use new vocabulary to help improve my English proficiency.	1.6	6.3	85.7	6.3
5	I apply new vocabulary in daily activities so that I do not forget it.	3.2	14.3	81.0	1.6
6	I make special notes of new vocabulary from the given audio materials.	6.3	27.0	63.5	3.2

In the memory strategy category, the statement “*I use new vocabulary to help improve my English proficiency*” (Item 4) obtained the highest total points, whereby it has 85.7% from total respondents. This finding indicates that students tend to actively use newly acquired vocabulary from listening activities to support their overall English proficiency, rather than merely memorizing vocabulary without application.

Cognitive Strategies

Table 2. Cognitive Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
7	I listen to the given audio repeatedly.	1.5	9.5	79.4	9.5
8	I listen to the audio carefully.	1.6	4.8	85.7	7.9
9	I try to translate the audio that I hear.	4.8	4.8	82.5	7.9
10	I guess the meaning of the audio is based on the	0.0	19.0	74.6	6.3

	vocabulary that I already know.				
11	I conclude the meaning contained in the audio.	3.2	7.9	81.0	7.9
12	I make a summary of the audio that I listen to.	1.6	23.8	69.8	4.8

For cognitive strategies, the statement “*I listen to the audio carefully*” (Item 8) received the highest total points of 85.7%. This result suggests that careful and focused listening is the most dominant cognitive behavior among students, showing that they consciously pay close attention to audio input to understand the content of listening materials.

Compensation Strategies

Table 3. Compensation Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
13	I try to identify keywords based on the topic of the given audio.	3.2	3.2	84.1	9.5
14	If I do not hear the audio clearly, I guess information based on previous clues.	0.0	11.1	76.2	12.7
15	I try guess information from the audio based on the context of the conversation.	1.6	4.8	87.3	6.3
16	I focus on the questions in the audio when answering listening tasks.	0.0	6.3	81.0	12.7
17	I try to understand the audio using the vocabulary that I have.	3.2	3.2	84.1	9.5
18	I obtain information from background sounds to guess the situation.	3.2	9.5	84.1	9.5

Within the compensation strategy category, the statement “*I try to guess information from the audio based on the context of the conversation*” (Item 15) achieved the highest total points, it has 87.3%. This finding shows that students frequently rely on contextual clues to maintain comprehension, especially when they encounter unfamiliar vocabulary or unclear parts of the audio.

Metacognitive Strategies

Table 4. Metacognitive Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
19	I prepare myself before studying listening.	3.2	9.5	85.7	1.6
20	I look for a comfortable place to focus on the audio.	0.0	6.3	74.6	19.0
21	I review the material to identify my misunderstandings.	0.0	12.7	85.7	1.6
22	I take notes on important points explained by the lecturer.	1.6	15.9	77.8	4.8
23	I summarize the lecture materials to make them easier to understand.	3.2	12.7	79.4	4.8
24	I visit the library or websites to complete assignments.	6.3	14.3	74.6	4.8

In the metacognitive strategy category, the statements “*I review the material to identify my misunderstandings*” (Item 21) and (Item 19) “*I prepare myself before studying listening*” obtained the same highest total points of 85.7% from the total respondents. This result indicates that students are aware of the importance of preparing, monitoring, and evaluating their own listening comprehension as part of the learning process.

Affective Strategies

Table 5. Affective Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
25	I enjoy learning and listening.	1.6	12.7	79.4	6.3
26	I continue to pay attention even when the environment is noisy.	4.8	19.0	71.4	4.8
27	I feel confident when doing listening tasks.	1.6	20.6	73.0	4.8
28	I feel capable of obtaining satisfactory scores.	0.0	27.0	66.7	6.3

29	I remain motivated even if I do not like the lecturer or the course.	0.0	15.9	76.2	7.9
30	I remain motivated when studying by listening online.	1.6	15.9	81.0	1.6

For affective strategies, the statement “*I remain motivated when studying listening online*” (Item 30) received the total points of 81%, as the highest in the affective strategies section. This finding reflects that students generally have positive feelings toward listening activities, which may help them stay engaged and motivated during listening lessons.

Social Strategies

Table 6. Social Strategies

Item	Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
31	I discuss with friends when topics are difficult to understand.	1.6	9.5	79.4	9.5
32	I concentrate even when bored or tired of online learning.	0.0	11.1	82.5	6.3
33	I share information with friends related to the discussed topics.	1.6	4.8	92.1	1.6
34	I form discussion groups to complete assignments.	4.8	20.6	69.8	4.8
35	I do not copy my friends' assignments.	3.2	12.7	69.8	14.3
36	I ask the lecturer or friends when I do not understand the lesson.	0.0	4.8	81.0	14.3

In the social strategy category, the statement “*I share information with friends related to the discussed topics*” (Item 33) obtained the highest total points, it has the total point of 92.1%. This result suggests that peer interaction plays an important role in students' listening and learning, as discussing and sharing information with classmates helps them clarify and reinforce their understanding. Overall, the descriptive findings show that students actively employ a variety of auditory learning strategies in listening activities. Each strategy category demonstrates a dominant behavior reflected by the highest total point among its items. These results indicate that students' listening learning is supported by strategic use, positive attitudes, and meaningful learning experiences. However, descriptive results alone are not sufficient to explain whether these strategies are related to students' listening

performance. Therefore, a correlation analysis was conducted to examine the relationship between auditory learning strategies and English listening achievement.

Correlation between Auditory Learning Strategies and English Listening Achievement

Table 7. Correlation between Auditory Learning Strategies and English Listening Achievement

Correlations			
		Listening Final Score	Auditory Learning Strategies
Listening Final Score	Pearson Correlation	1	.841**
	Sig. (2-tailed)		0.000
	N	63	63
Auditory Learning Strategies	Pearson Correlation	.841**	1
	Sig. (2-tailed)	0.000	
	N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).			

To examine the relationship between students' auditory learning strategies and their English listening achievement, Pearson Product–Moment correlation analysis was employed. The analysis involved a total of 63 students. The results show a very strong positive correlation between auditory learning strategies and English listening achievement, with a correlation coefficient of $r = 0.841$ and a significance value of $p = 0.000$ ($p < 0.01$). This indicates that students who demonstrate stronger agreement with statements related to positive attitudes and engagement in auditory learning strategies tend to achieve higher scores in English listening. The significance value confirms that the relationship between the two variables is statistically significant at the 0.01 level. Therefore, the alternative hypothesis stating that there is a significant relationship between auditory learning strategies and English listening achievement is accepted.

The findings of this study show that English Education students actively employ a variety of auditory learning strategies when learning English listening. Across memory, cognitive, compensation, metacognitive, affective, and social strategy categories, most students expressed agreement with statements reflecting positive strategy use. This suggests that listening is not treated as a passive activity, but rather as an active and strategic process. The classification of auditory learning strategies in this study was adapted from an established framework used in previous

listening strategy research (Nurmala, 2022), allowing for a structured understanding of how students approach listening tasks.

A closer look at the results reveals that social strategies emerged as the most dominant among the participants, particularly those involving sharing information and discussing listening materials with peers. This indicates that students rely heavily on interaction and collaboration to support their comprehension. Through discussion, students are able to clarify meanings, confirm their understanding, and strengthen their interpretation of spoken input. This finding contrasts with Nurmala (2022), who identified metacognitive strategies as the most dominant, highlighting learners' focus on planning, monitoring, and evaluating their listening processes. The difference suggests that while students in both contexts use similar categories of strategies, the dominant strategy type may vary depending on the learning environment and instructional practices.

The prominence of social strategies in this study may be influenced by classroom conditions where collaborative learning and peer interaction are commonly encouraged. In such environments, students may feel more comfortable processing information through discussion rather than relying solely on individual regulation. On the other hand, the emphasis on metacognitive strategies in previous research points to a learning context that prioritizes individual awareness and self-regulation. Despite these differences, both findings reinforce the idea that effective listening requires active engagement and conscious strategy use. Students who engage strategically are more likely to manage listening tasks successfully compared to those who rely on passive listening.

In addition to the descriptive findings, the correlation analysis revealed a very strong and statistically significant positive relationship between auditory learning strategies and English listening achievement ($r = 0.841$, $p < 0.01$). This indicates that students who reported higher use of auditory learning strategies tended to achieve higher listening scores. The strength of this relationship highlights the importance of strategic behavior in supporting listening performance. Students who actively focus on spoken input, apply contextual understanding, monitor their comprehension, maintain positive attitudes, and engage in peer interaction appear to process spoken English more effectively.

This finding aligns with established theoretical perspectives that emphasize the role of learning strategies in language success. Oxford (1990) as well as O'Malley and Chamot (1990) argue that successful learners are those who are able to select and apply appropriate strategies based on their learning needs. The present study provides empirical support for this view, showing that strategic engagement is closely associated with better listening outcomes. Furthermore, the result is consistent with previous studies conducted in both international and Indonesian EFL contexts, which demonstrate that students who actively use learning strategies tend to achieve higher levels of listening performance (Rianto, 2021; Valizadeh, 2021; Putri Nur Wandah et al., 2024). These studies suggest that strategic awareness

helps learners overcome listening difficulties and process spoken input more efficiently.

However, although the correlation is strong, it should not be interpreted as a direct cause-and-effect relationship. Listening achievement is influenced by multiple factors, including motivation, exposure to English, instructional methods, and individual learner differences (Sri Andayani, 2022; Syam et al., 2024). Therefore, auditory learning strategies should be understood as one of several important factors that contribute to students' listening success rather than the sole determinant. The findings highlight the significant role of auditory learning strategies in supporting English listening achievement among English Education students. The results suggest that encouraging students to consistently apply effective listening strategies can enhance their academic performance, particularly in university contexts where listening demands are more complex. By fostering strategic awareness and active engagement, both lecturers and students can work toward improving listening to competence and achieving better learning outcomes.

CONCLUSION

This study set out to examine how auditory learning strategies are used by English Education students and how these strategies relate to their English listening achievement. Based on the findings, it can be concluded that students actively employ a wide range of auditory learning strategies in their listening activities. The descriptive results show that all strategy categories memory, cognitive, compensation, metacognitive, affective, and social are used by students, indicating that listening is approached as an active and strategic process rather than a passive one. The presence of dominant responses within each category further reflects students' strong awareness and engagement in applying these strategies during listening tasks.

In addition, the correlation analysis reveals a very strong and statistically significant positive relationship between auditory learning strategies and English listening achievement. This means that students who demonstrate higher use of auditory learning strategies tend to achieve better results in listening. Although this relationship does not imply direct causation, it clearly indicates that strategy use is an important factor associated with students' listening performance. Students who are able to focus on spoken input, use contextual understanding, regulate their learning, maintain positive attitudes, and interact with peers are more likely to perform well in listening tasks. The findings emphasize that auditory learning strategies play a meaningful role in supporting students' academic listening development. Listening success is not determined solely by exposure to language input, but also by how effectively students manage and apply strategies during the listening process. Encouraging the consistent and conscious use of these strategies can therefore contribute to improved listening achievement, particularly in university-level contexts where listening demands are more complex.

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